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ABSTRACT

The bibliography on community schools contains 169 entries arranged alphabetically by author or source according to type of publication: books and special reports (90 entries), journal articles and conference proceedings (52 entries), dissertations and theses (24 entries), and annotated bibliographies (3 entries). Scattered entries were published prior to 1950, the earliest in 1902; the great majority are from the 1960's and 1970's. (JR)

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PACIFIC ASSOCIATION FOR CONTINUING EDUCATION

RESEARCH PAPER NO. 1

THE COMMUNITY SCHOOL: A WORKING BIBLIOGRAPHY

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BY

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FOREWORD

This is the first of a series of Research Papers to be published by the Pacific Association for Continuing Education for its members.

Its compilers,

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and

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are engaged in the attempt to improve public education, and recognize that the community approach to education requires revision of much of our current academic thinking, and many of its practices.

It is our hope that this bibliography may be of some service to those engaged in community education as well as to those wishing to explore and expand their present knowledge of this field.

Derek Franklin
Editor, PACE Publications

The community school concept is not new as the educational literature abounds with entries about it. As early as 1902 John Dewey addressed the National Education Association (USA) (106) about the theory and practice of community schools, while in 1911 the National Society for the Study of Education Devoted its tenth yearbook (20) to issues about city and rural community schools as learning and social centres for the total community.

Since these early beginnings, the idea of the community school has permeated many local school systems in one form or another. Its adoption has been influenced considerably by funding from the Mott Foundation in Flint, Michigan, whose schools have been a showcase for community school programs and a training ground for most of the current leaders in the movement in North America.

The community school is being shaped by three issues: the community as an educational resource in the school's program, the decentralization of control in the school's administration, and the wider use of school facilities by the community. These issues are inseparable; however, each tends to focus on a different aspect of the relationship between the school and its community.

Community education is concerned with the school's active and effective utilization of the community as a resource in its programming. In this role the school reaches out to involve outsiders in the conduct of learning activities and uses the community as an extension of the classroom.

Decentralization is concerned with control of the school to make it more accessible and responsive to the needs of the community within which it is located. During these past two decades and particularly in large urban centres, there has been considerable effort to decentralize the administrative structures and the decision-making mechanisms of school systems. In this role the school is sharing active control with its constituency about matters related to educational policy, programs and financing.

The final issue concerns the community use of the school as a learning and social centre. Initial efforts saw the proliferation of adult education programs conducted by the school, while more recently the trend

was toward joint programming by school and recreational authorities. However, present trends are toward collaboration among many segments of the community in the use of the school. In this role the school is being located in educational parks with other educational resources of the community. To fulfill this role, a new type of professional is emerging -- the community-school educator.

This bibliography primarily focuses on this latter issue. Some of the entries are case studies about the community use of schools, while others are handbooks and guides for those seeking ideas for broader utilization of their schools. A few entries discuss the community school concept in more theoretical terms, and all the entries provide an historical perspective to the community school concept. Finally, the entries provide access to the literature concerned with the issues of community education and decentralization of control in the community school.

The bibliography developed for the Tenth Yearbook (1911) for the National Society for the Study of Education contains 35 entries all of which are journal articles or conference proceedings. In contrast, this bibliography contains 169 entries of which 52 (31%) are from journals and proceedings, while 91 (54%) are books and special reports, 23 (14%) are dissertations or theses, and 3 (1%) are annotated bibliographies.

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